

**STATE BOARD ADVISORY PANEL
FOR SPECIAL EDUCATION**

The Arizona State Advisory Panel for Special Education held a meeting at the Arizona Dept. of Education, 1535 W. Jefferson, Room 417, Phoenix, Arizona, on June 15, 2010, from 9:00 am – 3:00 pm.

Members Present

Molly Bright
M. Diane Bruening
Ronald L. Clanton
Susan Douglas
Robert Hill, Ed.S.
Gail Jacobs, Ed.D.
Kathy McDonald
Kimberly A. Peaslee
Terisa Rademacher, Co-chair
Kay B. Turner, Ed.D, Vice-chairperson
Char Ugol
Nancy K. Williams, Co-Chair

Others Present

Cyndi Bolewski, ADE/ESS
Colette Chapman, ADE/ESS
Diane Mignella, ADE/ESS
Jeannette Zemeida, ADE/ESS

Members Absent

Dr. Barbara Ganz
Dave Graham
Ileen G. Herberg
Alecia Jackson
Dr. Ida Malian
Kim Simmons

Minutes Approved (As Read)(As Amended)

Chairperson: _____

Signature

Date

Topic	Discussion	Outcome
1. Call to order.	Terisa Rademacher, Co-Chair, called the meeting to order at 9:26 a.m. due to late quorum.	1. None.
2. Approval of March 2, 2010 AM and PM and the May 18, 2010 minutes.	<p>Ron Clanton made a motion which was seconded by Dr. Kay Turner to approve the minutes of the March 2, 2010 AM (joint meeting with the Interagency Coordinating Council (ICC)) and PM meetings.</p> <p>Nancy Williams asked that changes be made to Item 4, paragraph 3 of the AM minutes:</p> <p><i>Ms. James reviewed the reason for the creation of the workshop at last year's joint ICC/SEAP meeting. She also introduced workgroup members.</i></p> <p>The word "workshop" was changed to "workgroup" and the following sentence was added to clarify the type of workgroup: <i>"The workgroup was developed to address the Early Childhood Transition."</i></p> <p>Mr. Clanton made a motion to amend the March 2, 2010 AM minutes; Dr. Turner seconded the motion.</p> <p>The motion, as amended, was approved.</p> <p>Mr. Clanton made a motion which was seconded by Robert Hill to approve the minutes of the May 18, 2010 meeting.</p> <p>Ms. Williams asked that changes be made to a paragraph on page 3:</p> <p><i>There has been a substantial increase in the number of PEAs that meet requirements in the past 4 years.</i></p> <p>The sentence: "Part of this was due to the changes in the rubric" as explained to the Panel by Roberta Brown.</p> <p>Mr. Clanton made a motion to amend the May 18, 2010 minutes; Mr. Hill seconded the motion.</p> <p>The motion, as amended, was approved.</p>	2. Motion carried.
3. Public comment.	Ms. Rademacher welcomed the public in attendance. She explained to those present the procedures for making a comment. Anyone wishing to comment on an agenda item was asked to fill out a brief questionnaire stating which agenda item they wished to comment on. That person would then be called on when that item was discussed. Anyone wishing to comment on an item not on the agenda was asked to come forward at that time.	3. None.

Topic	Discussion	Outcome
	There were no public comments made.	
4. Teacher Certification.	<p>Patty Hardy, Director of Title II-A, Arizona Department of Education, addressed the Panel on the Alternate Pathways Programs and the definition of Teacher of Record.</p> <p>By federal law all core academic teachers, including special education, are required to fill out the Arizona Highly Qualified Attestation Form in the first four weeks of school. If they come in later in the school year, they must fill it out in the first four weeks of continuous employment.</p> <p><i>Ms. Bruening joined the meeting in progress at 9:40 a.m.</i></p> <p>The rule for core teachers hasn't changed since its inception in 2002. What has changed is the enforcement of the law by the school districts. The law has always been that a teacher that is identified as the Teacher of Record in a special education classroom, must meet the same requirements as a regular education Teacher of Record.</p> <p>Teacher of Record is the individual who delivers the instruction to the student, evaluates the student and assigns the student's grade. The Teacher of Record must be able to demonstrate content competency in the subject taught. Ms. Hardy gave the Panel examples and ADE study guide recommendations for teachers.</p> <p><i>Ms. Ugol joined the meeting in progress at 9:50 a.m.</i></p> <p>ADE recommends that teachers in elementary education K-8 take the Elementary Education Subject Knowledge AEPA Test 01. Two study guides that are helpful for this test are the GED Study Guide and the Immigration and Naturalization Study Guide.</p> <p>Teachers in grades 9-12 must be highly qualified in the specific subject they teach, such as: Biology, General Science, Chemistry or English, if they are going to be Teacher of Record. One of the biggest problems we have in Arizona is that we use the term "resource teacher". In many districts a Resource Teacher can be the Teacher of Record.</p> <p>Ms. Hardy fielded questions from the Panel.</p> <p>Ms. Hardy told the Panel that due to recent events, Congress will not be addressing the reauthorization of IDEA until at least 2011. Ms. Hardy advised the Panel to read President Obama's Blueprint for Reform. She believes that this will be included in the reauthorization. The term "Highly Qualified" teachers will most likely be replaced with "Highly Effective".</p>	4. None.

Topic	Discussion	Outcome
	<p>Many school districts use the Alternative Pathway; this is the Intern Teaching Certificate. Recent changes to the program: 1) in order for ADE to issue the Intern Teaching Certificate the teacher must have completed the Provisional SEI Endorsement; 2) the teacher must pass the content exam; 3) the teacher no longer has to have a general education teaching certificate. This is the first year for the new rules.</p> <p>Districts are being encouraged to recruit internally to obtain highly qualified special education teachers. Many are using Title II funds as incentives.</p> <p>Ms. Hardy fielded questions from the Panel regarding Alternative Pathways. Robert Hill discussed his concerns about internship programs for teachers for visually impaired and hearing impaired students.</p>	
5. Exceptional Student Services.	<p>Colette Chapman, Deputy Associate Superintendent, Department of Education, Exceptional Student Services (ADE/ESS) updated the Panel on activities and events.</p> <p>Arizona has received its Determination Letter from the Office of Special Education (OSEP). Arizona was placed in the "Needs Assistance" category. OSEP was impressed that Arizona displayed a high level of performance on its compliance indicators.</p> <p>Indicator 9: Racial/Ethnic Disproportionality was at the required 0%. Indicator 10: Racial/Ethnic Disproportionality by Disability was at the required 0%. Indicator 16: Complaint Investigation Timelines was at the required 100% timeline. Indicator 17: Due Process Hearing Timelines was at the required 100% timeline. Indicator 20: Reporting Accuracy and Timeliness was also at the required 100%.</p> <p>Other compliance indicators were reported at above 90%.</p> <p>Arizona was placed in "Needs Assistance" solely because of Indicator 15: Effective General Supervision. The state missed the requirement by .8%. The finding percentage was 89.2%. The requirement is generally 90%. Arizona had 14 Public Education Agencies (PEAs), including districts, charters and secure care facilities, that did not close out their items of noncompliance within the 1 year mandated timeline. Ms. Chapman stated that Arizona is doing the right thing as a state by not allowing PEAs to close prematurely if they do not meet the requirements of IDEA. Ms. Chapman informed the Panel that ESS would be contesting the determination based on the reasons the state missed the 90% for Indicator 15.</p> <p>Arizona is back in Year 1 of "Needs Assistance"; at this point OSEP is just making suggestions for improvement, such as exploring technical assistance options available to them.</p>	5. Motion carried.

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	<p>Diane Mignella, Program Support Director, ADE/ESS gave some of the reasons that the 14 PEAs did not close out their items of noncompliance within the 1 year timeline:</p> <p>Schools that had exceeded the closeout timeline in a previous monitoring. Change in Special Education Director mid-way through or right after the monitoring.</p> <p>All PEAs made excellent progress completing their Corrective Action Plans (CAP); they just weren't able to do so in one year.</p> <p>Ms. Chapman fielded questions from the Panel.</p> <p>Alissa Trollinger, Special Projects Director, ADE/ESS updated the Panel on improvement activities for the following indicators:</p> <p>Indicator 1: Graduation Rate Indicator 2: Dropout Rate Indicator 13: High School Transition Indicator 14: High School Outcomes</p> <p>Ms. Trollinger provided Panel members with copies of the draft improvement activities for the upcoming school year.</p> <p>For the FFY 2008 Annual Performance Report (APR) Arizona wasn't required to report Indicator 13 and 14 improvement activities. Because the indicators were recently changed, Arizona chose not to report those activities.</p> <p>Ms. Trollinger reviewed the goals and activities for each transition indicator (listed above).</p> <p>The primary activity for Indicator 13 is to revise, implement and evaluate a comprehensive plan for training PEAs to increase compliance with postsecondary requirements related to Indicator 13. One of the objectives is to include increased use of webinar trainings on secondary transition requirements. Based on the "Annual Site Visit Log" for each PEA some PEAs may be targeted for additional training in writing secondary transition goals.</p> <p>The second goal for Indicator 13 is to provide a two year capacity building grant to participate in the Secondary Transition Mentoring Project (STMP) Team Training. One of the objectives is to identify PEAs who meet eligibility requirements and extend an invitation to participate in STMP training.</p> <p>ESS has been working on increasing Indicator 13 compliance. ESS believes that this is the</p>	

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	<p>key to increasing the rates for Indicators 1 and 2.</p> <p>The primary goal for Indicator 1 is to provide training to PEAs on effective transition services to increase graduation rates of students with disabilities. The primary goal for Indicator 2 is to provide training to PEAs on effective transition services to increase graduation rates of students with disabilities. An objective for each indicator is to implement a statewide plan for training and technical assistance to PEAs.</p> <p>Based on questions from the Panel, Ms. Trollinger informed the Panel that ESS is still working on finalizing the Graduation Technical Assistance document.</p> <p>Lorrie Sheehy, Transition Specialist, ADE/ESS gave the Panel information on sessions that will be held at Arizona's Tenth Annual Transition Conference, Sept. 20-22, 2010. This year the conference will include presenters from National Dropout Prevention Center; they will be talking specifically on evidence-based strategies for decreasing dropout rates for students with disabilities. There will also be representatives from the National Secondary Transition Technical Assistance Center (NSTTAC) who will be talking about predictors of success.</p> <p>Early registration for the Transition Conference was scheduled to end July 2. Registration without a PO is possible but must be sent to ADE/ESS by September 3, 2010. Registration information can be found on the ADE Secondary Transition link: http://www.ade.az.gov/ess/SpecialProjects/transition/.</p> <p>The primary goal for indicator 14 is to develop, implement and evaluate procedures and trainings needed to assure participation in the Post School Outcomes (PSO) survey by identified PEAs. One of the objectives is to revise the PSO application and survey questions to align with new Indicator 14 Table, requirements and definitions.</p> <p>Webinars will be held to provide PEAs training on Indicator 14 and the new ADE/ESS PSO Survey Application. PEAs who are required to report their information this year have been encouraged to participate.</p> <p>Baselines for Indicators 13 and 14 will be set based on this year's data collection. The data will be reported in the FFY 2009 State Performance Plan (SPP), due February 1, 2011.</p> <p>Based on a question from a Panel member, Ms. Sheehy reported on the STMP Grant eligibility requirements.</p> <p>There were 14 STMP teams for SY 2009-2010 and there will be another 14 teams for SY 2010-2011.</p>	

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	<p>ESS extended the invitation to these teams based on their annual site visit data. If they were less than 100% on Indicator 13 they were eligible for the STMP Grant. The PEA also had to be in Year 2 or 3 of the monitoring cycle. After being extended the invitation, the PEA was required to complete a simple application through Grants Management. Teams consist of up to 5 team members. The team is required to have a special education administrator or a designee. The team must also involve a high school guidance counselor, a CTE teacher, or a general education teacher. Every member of the team is eligible to attend the Arizona Transition Conference for both years of the grant. There are also three 2-day face-to-face trainings, monthly phone calls, webinars and updates. Two members of each team have the opportunity, through the University of Kansas, to participate in a 4-week short course that takes place in January or February.</p> <p>Ms. Sheehy fielded questions from the Panel.</p> <p><i>Mr. Hill left the meeting at 11:25 am.</i></p> <p>Ms. Trollinger reviewed the changes to Indicator 14. It is considered a new indicator this year because OSEP changed definitions, verbiage and calculations. New baselines will be set based on the data reported by PEAs July 1 – September 30, 2010. The purpose of Indicator 14 is preparing students for further education, employment and independent living.</p> <p>The old Indicator 14 data was based on youth with IEPs, no longer in secondary education, who were competitively employed, enrolled in higher education, or both – within one year of leaving high school.</p> <p>The revised Indicator looks at the following data:</p> <ul style="list-style-type: none">a. enrolled in higher education;b. enrolled in higher education or competitively employed; orc. enrolled in higher education or in some other postsecondary education or training or competitively employed or in some other employment. <p>within one year of leaving high school.</p> <p>The new baseline will represent students who left school during the 2008-2009 school year. Schools are reporting that data this year.</p> <p>Percentages for categories A, B, and C will be reported separately. There will also be a reporting number for each of the following categories</p>	

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	<ul style="list-style-type: none">• Enrolled in higher education• Competitive employment• Enrolled in other postsecondary education or training• Some other employment	
	Other data variables will also be included: category of disability, gender, race/ethnicity and reason for exit. This information will be pulled from data in SAIS.	
	Ms. Trollinger explained how the data will be calculated. Ms. Trollinger also explained the definitions for each category.	
	Data collection starts when students have been out of school at least one year and describes engagement in specific activities within one year of leaving high school.	
	Each PEA must participate before the end of the current six-year SPP/APR cycle.	
	Ms. Trollinger fielded questions from the Panel.	
	The Panel broke for lunch at 11:50 am.	
	<i>Ms. Bright joined the meeting in progress at 12:40 p.m.</i>	
	Dr. Gail Jacobs is the Chairperson for a SEAP/Interagency Task Force to “Determine the Significance of Discipline Incidents in Secure Care Agencies on Indicator 4”. The first meeting was held June 14, 2010.	
	Alissa Trollinger is a member of the task force because of her experience with data collection for ESS as well as her background as a monitoring specialist for Secure Care. Secure Care data looks a little different than data collected for typical PEAs. Dr. Jacobs and task force members discussed their concerns that their data will skew the state data results for Indicator 4 (Rates of Suspension and Expulsion). Dr. Jacobs explained how Secure Care facilities collect and report their data.	
	Dr. Jacobs and Ms. Trollinger fielded Panel questions.	
	Ms. Williams moved to, “Ask ESS to review the report from the SEAP Interagency Task Force and provide guidance on questions 1-7.” Dr. Jacobs seconded the motion. Panel discussion followed the motion. The motion was approved.	

Topic	Discussion	Outcome
6. Early Childhood Special Education (ECSE)	Item tabled due Valerie James' absence. Ms. Rademacher asked Panel members to refer to her written report from the May 18, 2010 SEAP meeting and refer any questions to Ms. James by e-mail.	6. None.
7. Task Force on Best Practices in Special Education and Behavior Management	<p>Ms. Rademacher opened the floor for Panel members to discuss and decide what, if any, recommendations need to be made to the State Board of Education.</p> <p>Ms. Bruening told the Panel that her school district (Chandler USD) would be reviewing the recommendations at the next board meeting. She cautioned the Panel to review the "Best Practices" document. She felt that some of the recommendations needed modification before the Panel sends any recommendations to the State Board.</p> <p>SB 1197 requires school boards review and consider the "Best Practices" recommendations by June 30, 2010. Dr. Turner wanted to know if the State Board would have a report on whether or not that had occurred.</p> <p>The Arizona School Board Association (ASBA) is keeping a tally on which school boards have reviewed and considered the guidelines. Panel members reported, however, that not all charter schools and districts were members of ASBA so there was no way to know for sure. Ms. Douglas reported that approximately 90 – 95% of charter schools did not belong to ASBA.</p> <p>Ms. Douglas reported that most charter schools were not adopting the Best Practices recommendations.</p> <p>Ms. Ugol and Mr. Clanton spoke of parent concerns about their children's safety in school.</p> <p>Panel members discussed the source of the definitions used in the report for seclusion and restraint.</p> <p>Panel members discussed how parents can access the policies and procedures for their child's school.</p> <p>Panel members discussed their awareness that a federal law on seclusion and restraint is currently being discussed. Ms. Chapman cautioned the Panel about recommending a state definition in light of the upcoming federal definition.</p> <p>After a lengthy discussion, Panel members summarized the points that they wanted to communicate to the State Board:</p>	7. Motion carried.

Topic	Discussion	Outcome
	<ol style="list-style-type: none"> 1. Ask the State Board if all PEAs have considered the Task Force Report (no reporting requirement). 2. Thank the State Board for taking up the issue. 3. Recommend that PEAs track their incidences of seclusion and restraint in accordance with school procedures and practices. 4. Inform the State Board that SEAP has heard from families and agencies regarding their concerns about the safety of the children in the State of Arizona. 5. Ask that the State Board request that each school board provide written notification of changes to their policies and procedures. <p>Dr. Turner recommended that the summarized points be included in the SEAP Annual Report which will be verbally presented to the State Board in September.</p> <p>Ron Clanton moved to have SEAP "include the five "points" on the Task Force on Best Practices in Special Education and Behavior Management report in the SEAP Annual Report." Char Ugol seconded the motion. The motion was approved.</p>	
8. Special Education Advisory Panel	<p>Ms. Rademacher informed the Panel that a new website has been created for Special Education Advisory Panels. The website is: www.stateadvisorypanel.org. It is a technical assistance website for all state special education panels.</p> <p>Panel members received the calendar for the 2010-2011 SEAP Calendar. The meeting dates are:</p> <ul style="list-style-type: none"> September 28, 2010 November 16, 2010 January 18, 2011 March 11, 2011 (joint meeting with Interagency Coordinating Council (ICC)) May 18, 2011 June 21, 2011 <p>SEAP terms are expiring for the following members:</p> <ul style="list-style-type: none"> Ron Clanton (reapplying) Alecia Jackson (not reapplying) Ida Malian (reapplying) Ileen Herberg (not reapplying) Gail Jacobs (reapplying) <p>SEAP members that have recently resigned:</p>	8. Motion carried.

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	<p>DJ Carpenter Sam Carpenter</p> <p>There will be significant vacancies in the categories of "Parent of a Child with a Disability" and "Individual with a Disability". Ms. Rademacher informed the Panel that she would distribute the parent recruitment flyer to parent agencies throughout the state, such as Raising Special Kids, Pilot Parents of Arizona, Parent Information Network, etc. so that they can disseminate the information on their listservs. Panel members were encouraged to disseminate the flyer as well.</p> <p>Panel members discussed the meeting times for SEAP meetings. Current time is 9:30 am – 3:30 pm. Ron Clanton moved that the meeting times of 9:30 am – 3:30 pm stand. Diane Bruening seconded the motion. The motion was approved.</p> <p>Ms. Williams reviewed the duties of the co-chair. This is a two-year term. The co-chair position held by Terisa Rademacher was up for election. Ms. Williams opened the floor for nominations of the co-chair. Dr. Gail Jacobs nominated Ms. Rademacher for the position. Susan Douglas seconded the nomination. Ms. Rademacher was re-elected for the position of co-chair. Ms. Rademacher will only be able to serve one year of the two-year term as she will be leaving the Panel in June 2011.</p> <p>Ms. Williams reviewed the duties of the vice chairperson. This is a one-year term. Ms. Williams opened the floor for nominations of the vice chairperson. Susan Douglas nominated Dr. Kay Turner for the position. Kim Peaslee seconded the nomination. Dr. Turner was re-elected for the position of vice chairperson.</p> <p>The Annual Report is typically composed of the minutes from the year's minutes. Ms. Rademacher asked the Panel for topics to highlight in the report. The chosen topics were:</p> <p>Annual Performance Report/State Performance Plan (APR/SPP) Task Force reports</p> <p>Any other ideas can be e-mailed to Ms. Rademacher. Ms. Rademacher will send a draft to Panel members when it is completed.</p> <p>Due to ongoing quorum issues, beginning with the current meeting, the name and arrival time of tardy members, and the name and departure time of those who leave early, will be listed in the minutes.</p>	
9. Members Reports from the	Mr. Clanton informed the Panel that on July 5, 2010 Grand Canyon Railway would be offering	9. None.

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Field	<p>free round-trip rides to the Grand Canyon to children with special needs. One adult caregiver was also included.</p> <p>Mr. Clanton asked if private schools were represented on SEAP. SEAP has a category for non-profit Private Schools but it is currently vacant.</p> <p>Ms. McDonald recently attended a meeting at Raising Special Kids and the Office for Children with Special Health Care Needs (OCSHCN). She suggested inviting a staff member from OSCHCN to speak at a future SEAP meeting.</p> <p>Ms. Bright announced that the Dept. of Economic Security (DES) just wrapped up the public comment period for several Interagency Agreements (IGAs) and policies. One of the policies addressed family cost participation. She did not have an implementation date.</p> <p>Ms. Douglas announced that the first 15 charter schools in the State of Arizona were reauthorized for 15 more years on June 14, 2010. Her charter school was included.</p> <p>Dr. Jacobs informed the Panel that Secure Care facilities will also have to revise their policies and procedures on restraint and seclusion. She used the ASBA website and its recommendations as a starting point.</p> <p>Ms. Ugol thanked the Panel members for listening to the family voice regarding restraint and seclusion.</p> <p>Ms. Williams announced that there is a surplus of teachers in Arizona due to district budget constraints.</p> <p>Ms. Williams also asked the Panel to look at training of teachers of autistic students. She felt that this is an unmet need in the state. She thinks that perhaps there should be a certificate for teachers of autistic students.</p> <p>Ms. Bruening expressed her appreciation of the ARRA funds and hopes that it continues next year.</p> <p>Ms. Bruening thought that related services in special education is an unmet need. She believes that the reauthorization needs to address this area.</p>	
10 Adjournment.	<p>The next SEAP meeting is scheduled for September 28, 2010.</p> <p>The meeting was adjourned at 2:30 pm.</p>	10. Adjournment.